	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Data- Based Decision Making						
1. School Leadership team ensures use of data-based decision making to support implementation and sustainability of RTI		7/08			School Leadership Team (SLT) has studied and attended conferences on data-based decision making; SLT has presented to staff and communicated an expectation for data-based decisions at grade-level collaboration and student-level team meetings; SLT has begun to provide the needed professional development for staff	
2. Data-based decision making team membership reflects the necessary expertise as indicated by student's need and cultural and/or linguistic background		7/08			Building Level Core Teams are formed for each referred student; Existing information is reviewed to determine the necessary team members; Family members are consistently invited to team meetings	
3. Student data is graphed to aid in decision making at the student, class/grade, and school level		7/08			mClass Reading is used to generate graphs for grade-level collaboration, parent/teacher conferences, and student-level team meetings; Not yet graphing math or behavior data consistently.	
4. Progress monitoring data is reviewed regularly and frequently to evaluate student progress in response to intervention and to inform next steps		7/08			In the fall will begin to review benchmark/universal screening data from mClass Reading. Grade-level teachers will review school-wide data in the Winter to evaluate effectiveness of the core program. Grade –level teams will also review data for those students participating in small group intervention beginning in October. Last year, 5 of the 12 students addressed by the building level core team had progress monitoring data present at data review meetings. The review of progress monitoring data in not yet consistent.	
5. Interventions are adjusted based on student progress and need		7/08			Grade-level teams and building core teams make decisions about interventions and student needs at collaborative meetings/consultation. As noted above, progress monitoring data is not consistently available at such meetings.	
6. Criteria are established for determining when the intensity of intervention/supports is modified	7/08				To date, such decisions have been made student by student with no pre-specified criteria.	
7. Specific criteria are established for determining when a child's needs warrant further evaluation and assessment	7/08				To date, such decisions have been made student by student with no pre-specified criteria.	
8. Assessment and progress monitoring data are used to inform special education eligibility decisions		7/08			Existing student data is used as part of background information and present levels of performance.	
9. Data regarding the fidelity of core instruction is reviewed at the following levels:						
- school		7/08			Administrator Walk Throughs are conducted regularly with observation checklists completed.	
- grade/small group intervention	7/08					
- individual student	7/08					

Not started- The activity occurs less than 25% of the time
In progress- The activity occurs approximately 25%-74% of the time
Achieved- The activity occurs approximately 75% to 100% of the time
Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

Not started- The activity occurs less than 25% of the time
In progress- The activity occurs approximately 25%-74% of the time
Achieved- The activity occurs approximately 75% to 100% of the time
Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Data- Based Decision Making, continued						
10. Student benchmark and/or progress monitoring data is reviewed at the following levels:						
- school		7/08			As noted above, will begin to do this for mClass Reading data this fall/winter. Not yet doing this for math or other academic areas. School Leadership Team reviews school wide disciplinary, character, and attendance data twice annually.	
- grade/small group intervention		7/08			Grade level teams will begin reviewing progress monitoring data for students participating in small group interventions. These small groups will be formed after review of the Fall Universal Screening data.	
- individual student		7/08			As noted above, this is done by the building level core team although not consistently for all students or with sufficient data.	
11. Comparisons are made between student data and desired outcomes/goals at the following levels:						
- school (eg., 80% students at benchmark/goal)		7/08			Plans are in place to begin this in the Fall	
- grade/small group intervention (eg. benchmark/goal)		7/08			Plans are in place to begin this in the Fall	
- individual student (benchmark, peer, rate of progress)		7/08			Plans are in place to begin this in the Fall	
12. Data review results in the identification of areas in need of improvement at the following levels:						
- school		7/08			School Leadership Team will review mClass Reading data this fall. In the past, ISTEP and NWEA data have been reviewed to identify areas in which core curriculum and instruction need strengthened.	
- grade/small group intervention		7/08			Grade level teams use student data to determine the next instructional step for small group intervention. Beginning this year, mClass Reading data will be considered as part of that data.	
- individual student		7/08			Building Level Core teams use student data and teacher/parent input to identify area(s) in need of improvement. When evaluating effectiveness of team practices, the Core team has decided that they may need to collect/consider additional data to thoroughly analyze the concerns and identify needs.	

Not started- The activity occurs less than 25% of the time
In progress- The activity occurs approximately 25%-74% of the time
Achieved- The activity occurs approximately 75% to 100% of the time
Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

13. Action plans are developed to target identified needs and include a date for review of progress at the following levels:						
- school	7/08				Specific action plans are not yet being developed.	
- grade level/small group intervention	7/08				Specific action plans are not yet being developed. A plan is developed by the grade level team but is not documented.	
- individual student		7/08			Building Core Teams develop action plans for students	
14. Effectiveness of the action plan is evaluated at each of the following levels:						
- school	7/08					
- grade/small group intervention	7/08					
- individual student		7/08			Building Core Team does this for some students but again data is not consistently present/utilized at data review meetings when the effectiveness of action plans would be evaluated.	
Data-based Decision Making Summary						

Not started- The activity occurs less than 25% of the time
In progress- The activity occurs approximately 25%-74% of the time
Achieved- The activity occurs approximately 75% to 100% of the time
Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time